



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

Serious difficulties are the amount of grammar, however good, and the compelling of pupils to work out their own paradigms—a loss of effort in work so purely memoriter as first-year Latin. In detail, fault might be found with the absence of paradigms for adjectives in Lesson III, the formation of the comparative, the treatment of the superlative, the short list of irregular adjectives, the rule for degree of difference and the informality of the ablative of specification (a footnote). *Mille*, which can be either noun or adjective in the singular, is classed as adjective only. The rule for declension of the hundreds, and for formation of comparatives of adverbs, are needlessly complex. Too few adverbs are compared. The subjunctive and infinitive are without complete paradigms, except those of endings in “Forms” near the back of the book. Unnecessary detail is given to the uses of *cum*.

For a new book, the number of errors is remarkably small: p. 56, *Rōmānī* . . . . *Rōmānōs superābant*; p. 64, *pācem diutūrnū* . . . . *nōn tolerābat*; p. 107, *saepe* instead of *saepe*.

The paper, printing, and binding are good, and there are illustrations of merit showing Gallic as well as Roman scenes. The volume, one of the Gildersleeve-Lodge Latin Series, is attractive and deserves the attention of teachers, if not at once to place in the hands of classes, at least as an excellent volume of information to supplement the text in use.

*A Help for Latin Students.* By E. G. HILL. Seattle: C. W. Lee, 1905.

I heartily recommend this little handbook for Latin students. The idea of putting case endings of nouns and adjectives, and mode and tense endings of verbs, in red ink is excellent. Under the topic “Common Noun and Verb Constructions” are references to the Harkness, Bennett, and to both editions of the Allen and Greenough *Latin Grammars*. A vocabulary shows the relation and meaning of words from roots used by Caesar ten times. The important points of grammar are shown in a way likely to interest the student more strongly than an ordinary grammar can do. Its field is that of a grammar for elementary students, not that of a textbook.

LOUIS M. SEARS

JOLIET TOWNSHIP HIGH SCHOOL  
Joliet, Ill.

---

*English Grammar for Beginners.* By JAMES P. KINARD. New York: The Macmillan Co., 1906. Pp. x+256. \$0.50.

*The Elements of English Grammar.* By ALBERT LE ROY BARTLETT and HOWARD LEE MCBAIN. New York: Silver, Burdett & Co., 1906. Pp. viii+345. \$0.60.

The revival of interest in the teaching of English grammar in the seventh and eighth grades is still productive of new texts. There is so little that is new or that marks an advance over other books that there seems to be no excuse for the appearance of the latest comers, except the need of the publishers to have a complete list.

Mr. Kinard's *Grammar for Beginners* omits all but the most obvious facts of the subject. So far has the attempt to simplify been carried that the pupil is in danger of getting half-knowledge which his high-school teacher must cause him painfully to unlearn. Although much is made of the inductive mode of treatment, the old-fashioned order is followed and the study of the sentence placed after the parts